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MAY 13 2016

OFFICE OF
STUDENT AND SCHOOL
SUPPORTS

APPLICATION

Section I:

Applicant Information & Certification

Nevada's *Read by Grade 3* Grant

CERTIFICATION PAGE

Application for Nevada's Read by Grade 3 Phase II Grant (2016-2017)

Nevada Department of Education
Office of School and Student Supports
Read by Grade 3 Program
700 East Fifth Street, Suite #113
Carson City, Nevada 89701

1. Applicant/Fiscal Agent:**LEGAL NAME OF AGENCY:**

Coral Academy of Science Las Vegas

2. Proposed number of Phase II participants to be served:

Number of Students: 3000

Number of Teachers: 150

3. Amount of Funds Requested:

\$77, 234

4. Name, Title, Phone Number, and Email Address of Authorized Contact Person:

Name: Ercan Aydogdu

Title: Executive Director

Phone Number: (702) 776-6529

Email Address:

eaydogdu@coralacademylv.org

5 - a. Mailing Address:**(Street, P.O. Box, City, State, Zip Code)**

3039 W Horizon Ridge Pkwy., Ste. 120
Henderson, NV 89052

5 - b. Email Address: Eaydogdu@coralacademylv.org

6. CERTIFICATION STATEMENT:

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct.

The applicant designated below hereby applies for a sub-grant of State funds to provide instructional activities and services to meet the educational needs of the K-3 students as set forth in this application. The local Board of Trustees or governing board of the applicant's organization has authorized me to file this application, and such action is recorded in the minutes of the agency's meeting held on 04/29/2016

This plan may remain in effect for the duration of the authorization of the project, except as amendments are determined necessary, and for parts that require annual revision or a district may annually reapply.

Signature: _____

Superintendent/Director or other Authorized Representative

Date: 05/09/2016

NEVADA DEPARTMENT OF EDUCATION USE

Time & Date Application was received:

Signature of NDE Staff Person in receipt of this application:

SECTION I – APPLICANT

Applicant/Fiscal Agent (Legal Name of Agency) Coral Academy of Science Las Vegas	Proposed number of participants to be served: Yr. 1 Children 3000; Teachers: 150
Mailing Address (Street, P.O. Box, City/Zip) 3039 W Horizon Ridge Pkwy. Ste. 120 Henderson, NV 89052	Plan for FY2017
	Plan Starting Date July 1, 2016
Name, title and phone number of authorized contact person Ercan Aydogdu, Executive Director (702) 776-6529 E-mail Address eaydogdu@coralacademylv.org	Plan Ending Date June 30, 2017

NEVADA DEPARTMENT OF EDUCATION USE

Date Received:	Obligation of this Application \$_____
Reviewer's Signature:	Date:

Date:

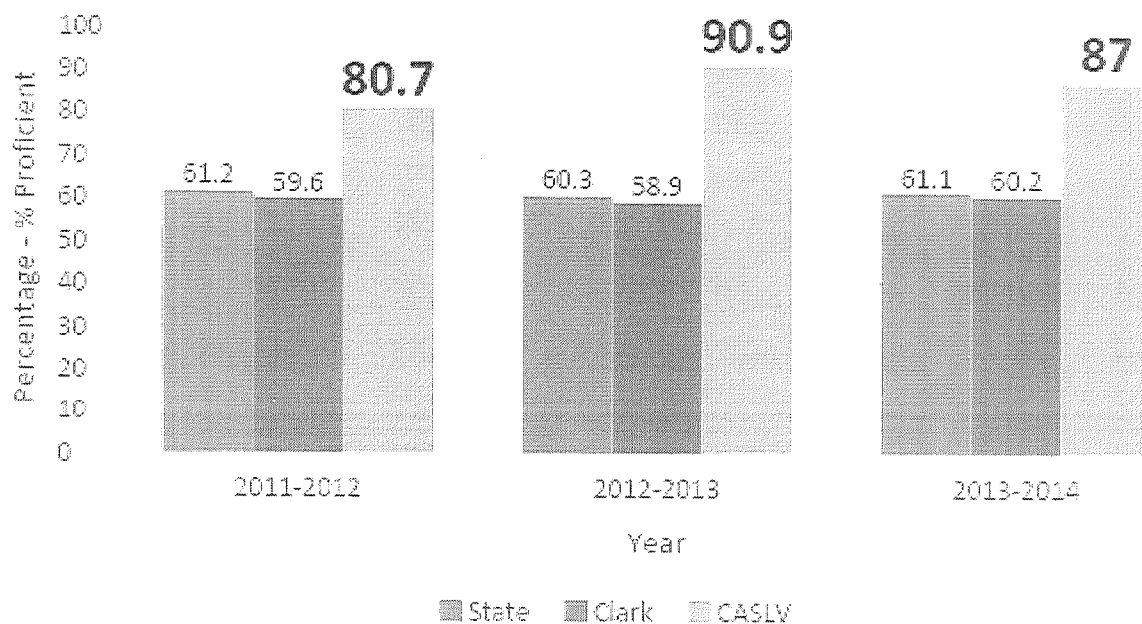
APPLICATION

Section II:

Application Narrative

CASLV currently operates at three campuses in the southeast part of the Las Vegas valley: the Tamarus Campus which serves grades K-2, the Windmill Campus which serves grades 3-5, and the Sandy Ridge Campus which serves grades 6-12. This application would serve the school's Tamarus and Windmill campuses for the 2015-2016 school year. In grades K-3, the school currently has an enrollment of 514 pupils.

CASLV 3rd Grade CRT Reading Scores 2011-2014



Coral Academy 3rd Grade CRT Summary Report – Reading – 2013-2014

Reading								
Number Enrolled	Number Tested	Mean Scale Score	% Proficient	% Above AMO	% in Each Performance Level			
					ED	AS	MS	ES
131	131	361.6	87.0	19.5	4.6	8.4	42.0	45.0

In order to achieve student literacy success, school-based efforts will be implemented at all Coral Academy of Science Las Vegas schools. The organization's first effort will be to hire a learning strategist at all campuses. The overall goal of this position is to implement Coral Academy's literacy plan with fidelity and consistency. This instructional role will act as part of CASLV's leadership team to specifically organize, implement, and participate in on-site training and development.

The learning strategist will also work directly with the teachers to purchase, distribute, and implement the new curriculum into classrooms. Teachers will use the Wonders series, in conjunction with online programs such as iReady, IXL, Reading Eggs, Reading A-Z, Accelerated Reader/STAR Testing, Brain Pop, NWEA to teach, supplement, and practice skills as necessary.

In order for teachers to effectively use the new curriculum, as well as utilize all online teaching programs and components, teachers will need to attend trainings. Such conferences include Wonders training, to effectively use the teaching tools, Promethean Board training to use the technology within the classrooms, the Accord conference for innovative teaching practices and literacy skills, and online webinars provided through programs such as IXL and iReady to properly utilize the online literacy instruction.

Once teachers have received the tools and training to properly implement literacy instruction, teachers can begin to provide additional support to students deficient in their

foundational literacy skills. This support will be provided through the after-school ELL program, online IXL monitoring, after-school tutoring, and summer reading enrichment programs.

In addition to the State standard testing, we also include MAP testing three times each year to evaluate literacy and reading among other subjects. The Northwest Evaluation Association (NWEA) explains MAP - Measures of Academic Progress - as creating a personalized assessment experience by adapting to each student's learning level. Educators will have assessment data in the form of a RIT (Rasch Unit) score —and essential information about what each student knows and is ready to learn within 24 hours.

Students take computer based assessments on the academic expectations of the school as well as the state. The assessments provide growth data for each student. Our experience is that MAP testing provides a more accurate, real-time growth for each student which allow the instructors to tailor each child's academics. We have successfully used MAP testing for over 8 years to evaluate our students' academic growth.

Please see MPO Table below

READ BY THIRD GRADE MEASURABLE PERFORMANCE OBJECTIVES (MPO) TABLE												
(Based on Nevada State Board approved assessment)												
CASLV MAP TESTING MPO BY RIT (Rasch Unit)												
Grade Level	Number of Students Assessed	Aggregated Baseline Measure (all students)	Disaggregated Baseline Measure				Projected Aggregated Final Measure (all students)		Projected Disaggregated Final Measure			
			Deficient Students	English Learners	Exceptional Needs Students				Deficient Students	English Learners	Exceptional Needs Students	
Kindergarten	105	137.5	127	117	122	132	157.6	147	137	142	152	
First	133	160.7	150	140	145	155	177.5	167	157	162	172	
Second	138	174.7	165	154	160	169	188.7	178	168	173	183	
Third	138	188.3	180	170	175	133	198.6	188	178	183	193	

*Data to determine baseline measures has been retrieved from <https://www.nwea.org/resources/2015-normative-data/>.

APPLICATION

Section III:

Budget and Expenditure Summary

SUBRECIPIENT: _____ PROJECT NUMBER

SCHOOL / GRANT NAME: Coral Academy of Science LV

FISCAL YEAR 2017

CHECK ONE: BUDGET X AMENDMENT

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	40,000.00	0.00	40,000.00
200	Benefits	10,000.00	0.00	10,000.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0.00	0.00	
	580 Staff Travel	7,000.00	0.00	
	500 Other	0.00	0.00	
	Total 500	7,000.00	0.00	7,000.00
600	610 General Supplies (exclude 612)	0.00	0.00	
	612 Non Information Tech Items of Value *	0.00	0.00	
	640 Books and Periodicals (Ex 641)	0.00	0.00	
	641 Textbooks	0.00	0.00	
	650 Supplies; Info Tech (Ex 651 , 652, 653)	0.00	0.00	
	651 Software	0.00	0.00	
	652 Information Tech Items of Value *	0.00	0.00	
	653 Web-based and Similar Programs	15,000.00	0.00	
	Total 600	15,000.00	0.00	15,000.00
800	810 Dues and Fees	0.00	0.00	
	890 Other Miscellaneous	0.00	0.00	
	800 Other	0.00	0.00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		72,000.00	0	72,000.00
** Approved Indirect Cost Rate : 0.00%		7.27%	\$ -	5,234.40
700	730 Equipment: over \$5,000 each		0.00	0.00
	700 Other	0.00	0.00	
	Total 700	0.00	0.00	0.00
TOTAL				77,234.40

Signature: _____

5/11/2016

Signature of Authorized Representative

Date

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial

Date Approved

INSTRUCTION

Grant: Read by Grade Three

 Project No:
 Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
100	PERSONNEL: Certified Teachers, Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay				\$40,000	
	NARRATIVE: Three new learning strategist to provide instructional support.					
				TOTAL	\$40,000	\$ 40,000
200	BENEFITS: Group Insurance PERS Medicare Workers Compensation				\$10,000	
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	\$10,000	\$ 10,000
300 320 330	PURCHASED PROF. SERVICES: Educational Consultants Employee Training & Develop					
	NARRATIVE:					
				TOTAL	\$ -	\$ -
400 Other	PURCHASED PROP. SERVICES: Insert Object & Description					
	NARRATIVE:					
				400 TOTAL	\$ -	\$ -
500 510 519	OTHER PURCHASED SERVICES: Student Transportation Student Travel & Related					
						\$ -
						\$ -

580	Travel				\$ 7,000	\$ 7,000
580	Mileage					\$ -
531	Postage					\$ -
534	Cell Phone					\$ -
550	Printing					\$ -
560	Student Tuition					\$ -
500 Other	Insert Object & Description					\$ -
500 Other	Insert Object & Description					\$ -
NARRATIVE: Travel; Professional development opportunities such as the NCTE conference.						
				500 TOTAL		\$ 7,000
600	SUPPLIES:					\$ -
610	General Supplies					\$ -
612	Non Info Tech Inventory Items					\$ -
640	Books and Periodicals					\$ -
641	Textbooks					\$ -
650	Supplies-Information Technology					\$ -
651	Supplies-Information Technology (Software)					\$ -
652	Supplies/Equipment (Computers)					\$ -
653	Web Based & Similar				\$15,000	\$ 15,000
NARRATIVE: Online Programs; I ready, Reading Eggs, Reading Ato Z, Accelerated Reader/Star testing, I-Ready, Brain Pop, NWEA map testing.						

				600 TOTAL		\$ 15,000
800	OTHER OBJECTS:					
810	Dues & Fees					\$ -
890	Miscellaneous					\$ -
800 Other	Insert Object & Description					\$ -
	NARRATIVE:					
				800 TOTAL		\$ -
Subtotal Objects 100 - 600 & 800						\$ 72,000
Approved Indirect Cost Rate: _____ x Subtotal Above						
700	EQUIPMENT:					
730	Capital Equipment > \$5,000					\$ -
730	Capital Computer > \$5,000					\$ -
700 Other	Other > \$5,000					\$ -
	NARRATIVE:					
				700 TOTAL		\$ -
GRANT TOTAL						\$ 72,000

Support Services

Subgrantee: _____
Grant: _____

Project No: _____
Fiscal Year:2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
100	PERSONNEL: Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	\$ -	\$ -
200	BENEFITS: Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL		\$ -
300 320 330	PURCHASED PROF. SERVICES: Educational Consultants Employee Training & Develop					
	NARRATIVE:					
				TOTAL		\$ -
400 Other	PURCHASED PROP. SERVICES: Insert Object & Description					
	NARRATIVE:					
				400 TOTAL		\$ -

500	OTHER PURCHASED SERVICES:					
510	Student Transportation					\$
519	Student Travel & Related					\$
580	Travel					\$
580	Mileage					\$
531	Postage					\$
534	Cell Phone					\$
550	Printing					\$
560	Student Tuition					\$
500 Other	Insert Object & Description					\$
500 Other	Insert Object & Description					\$
	NARRATIVE:					
				500 TOTAL		\$
600	SUPPLIES:					
610	General Supplies					\$
612	Non Info Tech Inventory Items					\$
640	Books and Periodicals					\$
641	Textbooks					\$
650	Supplies-Information Technology					\$
651	Supplies-Information Technology (Software)					
652	Supplies/Equipment (Computers)					\$
653	Web Based & Similar					

						\$
	NARRATIVE:					
				600 TOTAL		\$
800	OTHER OBJECTS:					
810	Dues & Fees					\$
890	Miscellaneous					\$
800 Other	Insert Object & Description					\$
	NARRATIVE:					
				800 TOTAL		\$
Subtotal Objects 100 - 600 & 800						\$
Approved Indirect Cost Rate: _____ x Subtotal Above						
700	EQUIPMENT:					
730	Capital Equipment > \$5,000					\$
730	Capital Computer > \$5,000					\$
700 Other	Other > \$5,000					
	NARRATIVE:					
				700 TOTAL		\$
GRANT TOTAL						\$

APPLICATION

Section IV:

Assurances

ASSURANCES

If awarded this proposal, Ercan Aydogdu makes the following assurances:
(Name of Applicant)

To receive services funded by this project, students must be enrolled in a Nevada public district or charter school (that has been approved by the State Public Charter School Authority) in the Kindergarten, first, second, and/or third grades.

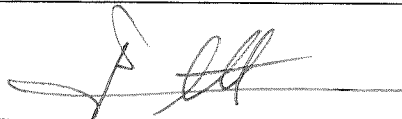
- Each funded school district and governing body of a charter school sponsored by the SPCSA must adhere to the following, per SB391:
 - Designation of a Read by Grade 3 Learning Strategist
 - Participation in the Statewide Evaluation System, including participation in tracking Read by Grade 3 students and providing student data to identified independent evaluator
 - Provide required report information and data to the NDE (SB 391: Section 15) including but not limited to:
 - Identification of the schools that received an allocation of money and the amount of money received by each school;
 - Description of programs or services for which the money was used by each school;
 - Number of students who participated in a program or received services;
 - Average expenditure per pupil for each program or service;
 - Data regarding the academic and linguistic achievement and proficiency of pupils who participated in such a program or received such services.
- Funds received under this program will be used solely for the purpose of supporting the activities as outlined in the attached proposal and RFA document in accordance with all applicable stated regulations and policy and procedures. Any grantee receiving funds for equipment of \$500 value or more may be required to return the equipment to the Department of Education if, for any reason, the program is discontinued, unless a request for exemption is approved in writing with specified conditions.
- Each project must participate in the statewide program evaluation system (annual and longitudinal); this includes using the outcome indicators and providing required data e.g., pre/post test data, test data on longitudinal participants who are now in Kindergarten, 1st, 2nd, and 3rd grade, program data, etc.) to the NDE evaluator and the Department of Education. The applicant is required to use assessments that have been approved by the Nevada State Board of Education, by regulation.
- Money appropriated must be appropriated in accordance with state law (NRS 353.150 to 353.246);
- Any balance of the money must not be committed for expenditure after June 30 of each respective fiscal year;
- Funds not committed for expenditures by June 30, 2017, will revert to the State General Fund after all payments of money committed have been made.
- Project personnel will attend the entirety of all required meetings and training sessions as required by the Nevada Department of Education (NDE).

- Funds received under this program will not be used for lobbying or to influence any federal or state agency or legislative staff involved in the award of such funding.
- The applicant organization will provide or continue to provide a drug-free workplace.
- A complete file will be established to include the approved application form, award document, approved revision (if any), verification of expenditures, logs of receipts and expenditures, correspondence, and final reports. This file shall be available for review by NDE project personnel or their authorized representatives upon request.
- A bookkeeping system will be developed to monitor receipts and expenditures by line item. Expenditures cannot exceed the approved budget in any line item without prior written approval from the Nevada Department of Education (NDE).
- Records shall be maintained in accordance with general accounting standards. Receipts, invoices, and/or computer printouts will be maintained to verify expenditures. Copies of this verification will be submitted to the NDE upon request.
- Travel claims will be maintained for any travel reimbursement made with project funds. (Per diem, mileage, and lodging payment are allowable only at state-approved rates.)
- All activities must take place within the funding period.
- An inventory of materials and supplies purchased through *Read by Grade 3* grant dollars shall be maintained and made available upon request.

Print or Type Name and Title:

Ercan Aydogdu

Executive Director



Signature

5/9/2016

Date

Appendix A

Application Rubric

Appendix A

Nevada Department of Education ~ Read by Grade 3 State Initiative

Nevada Local K-3 Literacy Plan

District or Charter School Name: *Coral Academy of Science Las Vegas*

Number of Sites Being Served: *3 (2016-2017)*

Name and Title and Phone Number of Contact Person:

Ercan Aydogdu, Executive Director (702) 776-6529

Members and Titles of District/Charter Literacy Team:

Jonathan Yutuc - Site Director

Danielle Tracy - Instructional Coach

Bethany Mickey - Instructional Coach

Kimberly Herman - K Grade Level Chair

Michel Church - 1st Grade Level Chair

Sandra Wilson - 2nd Grade Level Chair

CASLV Plan to Improve Literacy - Grades K-3

I. Introduction

Coral Academy of Science is a K-12 state sponsored tuition free public charter school with emphasis in the areas of Math, Science, and Technology. Coral Academy's mission is to provide a safe, rigorous college preparatory environment that promotes social responsibility and a culturally diverse community dedicated to becoming lifelong learners bound for success.

II. NSLP Key Essential Number 1: Leadership & Sustainability

A. Description of Baseline Score on Self-Assessment Tool

It has been assessed that Coral Academy has a score of 5 - Sustained Practice in the area of Leadership & Sustainability. This is due to the establishment of the school's goal to improve student achievement in all core areas including literacy. Furthermore, Coral Academy's instructional leaders have sought out and recruited a qualified instructional coach, facilitated professional development and training, and established a culture of collaboration and shared responsibility of literacy outcomes between all stakeholders.

B. Description of Primary Plans of Action

Coral Academy's leaders will continue to facilitate collaboration between school administration, teachers, and parents. The school will also continue to implement effective data-analysis practices by means of grade level data team meetings, professional development on accurate data-analysis, ongoing training on utilizing

literacy resources, and guidance on best practices in literacy instruction. Coral Academy will also continue to improve in the area of collaboration across grade levels (vertical articulation).

C. Alignment to SB 391: Section 5, Section 6, Section 8, and Section 9

See CASLV Procedures to Improve Literacy

IV. NSLP Key Essential Number 2: Data-Driven Standard-Based Instruction & Intervention

A. Description of Baseline Score on Self-Assessment Tool

It has been assessed that Coral Academy has received a score of 5 - Sustained Practice in the area of Data-Driven and Standards-Based Instruction and Intervention. Coral Academy's instructional leaders and teachers systematically gather data from various sources (MAP, DIBELS, STAR, iReady, SBAC). This data, in turn, is analyzed regularly in order to guide teachers to continuously improve instruction and intervention practices. The school's language arts curriculum (McGraw-Hill Wonders) is consistently aligned with NVACS, targeting all domains of language.

B. Description of Primary Plans of Action

Coral Academy will continue to systematically analyze student data in order to improve and differentiate literacy instruction. The school will improve in providing assistance to teachers in aligning lesson planning to NVACS. Furthermore, Coral Academy's RTI structure (SST) will be more explicit in its definition and

implementation. The school also seeks to increase opportunities for struggling learners to receive necessary support (enrichment blocks, tutoring, online programs, EL club by TESL endorsed teacher).

C. Alignment to SB 391: Section 5 and Section 9

See CASLV Procedures to Improve Literacy

V. NSLP Key Essential Number 3: Literacy Assessment Systems

A. Description of Baseline Score on Self-Assessment Tool

It has been assessed that Coral Academy has received a score of 5 - Sustained Practice in the area of Literacy Assessment Systems. The school has proven to consistently implement structured and systematic literacy assessments through McGraw Hill Wonders reading curriculum assessments as well as NWEA MAP (Measures of Academic Progress). Numerous professional learning opportunities have been provided to all teachers on the aforementioned programs. Grade level teachers have served as the school's data teams, analyzing MAP data three times a year along with once-a-year vertical alignment to discuss data across grade levels. Student assessment data is also constantly analyzed by lead teachers and administration. MAP serves as both a formative and summative assessment, along with Wonders benchmark assessments being the school's interim assessments.

B. Description of Primary Plans of Action

Coral Academy will continue to utilize MAP testing data, fostering regular data analysis by teachers and administration. Furthermore, the school will continue to provide ongoing professional development in both data analysis and data driven instruction to all teachers. Coral Academy will continue to use and provide training for McGraw-Hill Wonders as its primary reading curriculum, along with the literacy assessment tools that it provides. The school plans to sustain and improve upon the literacy data discussions that are taking place among grade levels. Specifically, Coral Academy will aim to increase the frequency and follow-up on how teaching and learning can improve.

C. Alignment to SB 391: Section 5, Section 8, and Section 9

See CASLV Procedures to Improve Literacy

VI. NSLP Key Essential Number 4: Professional Learning

A. Description of Baseline Score on Self-Assessment Tool

It has been assessed that Coral Academy has received a score of 4 - Expanded Level of Implementation. The school has consistently collected data to provide professional learning opportunities to teachers in the area of literacy instruction. However, Coral Academy is in need of increasing the specificity of reading and language instructional training. The school's current professional development does focus on student growth and achievement.

B. Description of Primary Plans of Action

Coral Academy will continue to analyze literacy data from both MAP and McGraw-Hill Wonders assessments. The school aims to improve professional development by increasing opportunities for relevant professional learning opportunities. With regard to ongoing professional learning, Coral Academy plans to increase the frequency of such opportunities. Furthermore, the school plans to improve educator literacy training by means of conducting workshops focused on small group instruction, differentiated instruction, and other best literacy instructional practices.

C. Alignment to SB 391: Section 5 and Section 6

Coral Academy's professional learning opportunities will be developed and facilitated by the school's leadership as well as the designated learning strategist/instructional coach. Professional development will be centered on how to optimize the school's plan of intensive instruction in specific literacy realms.

VII. NSLP Key Essential Number 5: Family and Community Engagement

A. Description of Baseline Score on Self-Assessment Tool

It has been assessed that Coral Academy has received a score of 4 - Expanded Level of Implementation. The school has established a strong and consistent partnership with parents and families. Parents are regularly informed of student progress, possible interventions, and how they can help their child outside of the classroom. Furthermore, Coral Academy has provided cultural competency training to all teachers and staff to be cognizant and proficient in relating with the

school's largely diverse student and parent population. The school currently does not foster any programs regarding adult literacy, as the school's demographics do not specify such a need at this time. Coral Academy also partners with Knowledge Universe - Champions to provide extended learning opportunities.

B. Description of Primary Plans of Action

Coral Academy will continue to foster a strong relationship with parents and the community. The school will also continue to provide frequent communication and updates regarding student progress and improving literacy outcomes. The school also plans to continue seeking out, training, and monitoring parent/community volunteers to aid in student learning. Coral Academy seeks to improve its partnership with local libraries and after-school youth organizations in an effort to promote family literacy opportunities. Furthermore, the school plans to improve in maximizing the use of community resources as well as streamlining volunteer opportunities for parents to encourage and improve family literacy.

C. Alignment to SB 391: Section 5, Section 6, Section 8, and Section 9

Coral Academy utilizes MAP testing as its progress monitoring system which is regularly communicated to parents. The school's Instructional Plan for Struggling Students (see CASLV Procedures to Improve Literacy) allows teachers to communicate with parents the prescribed interventions for struggling readers.

CASLV Procedures to Improve Literacy - Grades K-3

According to SB 391 the following plan to improve literacy will be implemented for all students in grades K-3.

- ***Element 1 - Procedures for Assessing Student Proficiency in Reading***
- ***Element 2 - Program of Intensive Instruction***
- ***Element 3 - Improving Reading Proficiency of English Learners***
- ***Element 4 - Learning Strategist and Classroom Teacher Collaboration***

Element 1 - Procedures for Assessing Student Proficiency in Reading

- **Early August** – Kindergarten teachers attend training on the prescribed kindergarten assessments conducted by the building instructional coach and the kindergarten grade level chair. Over a three day period, all incoming kindergarten students are assessed by teachers. The duration of a standard kindergarten assessment is approximately 30 minutes.
- **Teacher In-Service Week:** School administration presents brief explanation to all K-3 teachers on MAP testing (K-3) and kindergarten assessments as well as the Instructional Plan for Struggling Students (all K-3 teachers, See Element 2)
- **Week 1 & 2:** All K-3 Teachers observe and take notes of students' class participation, classwork and homework completion, test/quiz scores, and classroom behavior.
- **Week 3 & 4:** Fall MAP testing session takes place.

- **Week 5:** Teachers gather MAP testing data for their respective classes. Teachers must fill out and submit their Instructional Plan for Struggling Students (*See Element 2*) and submit it to the instructional coach and grade level chair.
- **Week 5 & 6:** Teachers meet at their respective grade level meetings. Grade level chair and instructional coach will discuss potential interventions and modifications to be used for lower level learners.
- **Week 7-19:** Teachers implement interventions by differentiating instruction, focusing on struggling students. Teachers will monitor students' progress, and the administration will have weekly follow ups with each teacher to ensure that measures are being taken with these students.
- **Week 20 & 21:** Winter MAP testing session takes place.
- **Week 22:** Teachers gather MAP testing data for their respective classes. Teachers must fill out and submit their Instructional Plan for Struggling Students (*See Element 2*) and submit it to the instructional coach and grade level chair. **Teachers should focus on students not meeting projected growth on the MAP test.**
- **Week 22 & 23:** Teachers meet at their respective grade level meetings. Grade level chair and instructional coach will review the progress of students identified on the previous plan. Teachers will discuss interventions and modifications used and continue accordingly with newly identified students.
- **Week 24-34:** Teachers, once again, implement interventions by differentiating instruction, focusing on struggling students. Teachers will monitor students' progress,

and the administration will have weekly follow ups with each teacher to ensure that measures are being taken with these students.

- **Week 35 & 36:** Spring MAP testing session takes place.

- **Week 37:** Teachers gather MAP testing data for their respective classes.

Teachers must fill out and submit their Instructional Plan for Struggling Students (See *Element 2*) and submit it to the instructional coach and grade level chair. **Once again, the focus is on students not meeting projected growth on the MAP test.**

- **Week 38:** Vertical Alignment Meetings (across grade level) take place.

Information on students, including that of lower level learners, will be passed on to the next grade level's teachers. On grade level class lists will be developed heterogeneously. All teachers will use data to implement similar interventions for the following year.

Element 2 - Program of Intensive Instruction

CASLV plans to continue to implement the newly developed **Instructional Plan for Struggling Students** as created by the educational leadership at the school. The school leadership (principal, instructional coach, grade level chairs) will communicate with teaching staff the requirement to complete the plan with MAP student RIT scores in Reading, Math, and Language Usage by a certain date after each applicable testing window to identify students who may be deficient. The results and success of the plan will be seen in the academic progress of those struggling students by means of

improved grades, homework/class work samples, class tests, and the next round of MAP testing data. If the plan proves to be effective, the school will utilize the plan each year throughout the school year, providing support where needed to ensure that teachers are differentiating instruction. Included below is a sample of the Instructional Plan for Struggling Students along with detailed directions.

Instructional Plan for Struggling Students

After Fall MAP results, look at the Achievement Status and Growth Report to help you complete this Instructional Plan.

Teachers' Directions for viewing Achievement Status and Growth Report

- Please log in to the MAP website. The website is <https://teach.mapnwea.org>
- username: email
- password: You can request password help on the login page if you do not remember your password.
- Click on VIEW REPORTS & INSTRUCTIONAL RESOURCES
- Click on MAP REPORTS
- Click on Achievement Status and Growth Report. This is the report you will need to complete your Instructional Plan for Struggling Students.

Directions for completing your Instructional Plan for Struggling Students

1. Please make a copy of this shared document first. Go to File and click Make a copy. Rename your file with your last name and Instructional Plan for Struggling Students. For example, Tracy Instructional Plan for Struggling Students.
2. Indicate student name, FALL MAP score for all of your students in Reading, Math and Language Usage-2nd grade only. (See next page)
3. Identify student who met their projected growth and those who did not make their projected growth. (please see Achievement Status and Growth Report)
4. Make anecdotal notes as well. (E.g. Do they attend class tutoring? Are they in iReady? ELL? IEP or 504? What do you see in the classroom? Grades? Effort?)

5. If a student is not in tutoring and not making growth, could this student be considered for tutoring or iReady? (put in anecdotal notes)
6. Highlight students who are in tutoring or iReady that are not making growth. Please indicate what additional interventions you can do for this student in your classroom. (put in anecdotal notes)
7. If you would like to add any students to iReady, please send the names to your Instructional Coach.
8. If you would like to consider a student for the SST process please email SST Coordinator and cc the Principal and your Instructional Coach.
9. Indicate in anecdotal notes what plan you have for students who are not making growth. (examples, will start with tutoring, will start iReady, starting SST process, working with student in small groups, etc.)

*Please complete your instructional plan by the assigned due date provided by administration and press the Share button. Please share with the Principal and your Instructional Coach.

Instructional Plan for Struggling Students, WINTER MAP RESULTS

Teacher Name _____ **READING/MATH/LANGUAGE USAGE**

Student	Winter MAP scores	Growth Met Y/N, +/-	Anecdotal Notes
Example	152	Y, +11	attends iReady,
Jane Doe	165	N, -5	attends tutoring, will meet with this student in small reading groups 2x a week

Element 3: Improving Reading Proficiency of English Learners

CASLV recognizes that English Learners (EL) are in need of specialized support and instruction in order to improve their literacy skills. The school plans to continue to support students identified as EL by means of a program providing resources and instruction. This program will consider factors including the English Learner proficiency level of each EL student, Native Language literacy of each EL student, the service design based on principles of second language acquisition, and the alignment with the district's/governing body's English Learner policy per State Board policy criteria and English Mastery Council recommendations. Below is an outline of procedures of identifying and supporting EL's.

EL Intervention Plan

- EL students will be provided in classroom support through ELL Leveled Readers in class to be used in small group instruction. The classroom teacher will also provide ongoing support in the classroom.
- EL students will receive extra support during weekly enrichment blocks.
- EL students will attend weekly pullout period with the instructional coach to work on iReady program in the computer lab.
- EL students will participate in an after school program four days a week. Teacher will use the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) program to work in small groups on foundational skills and strategies.

- As see below, the data of EL's language proficiency and development will be compiled in the following format divided by language skill. Data will be analyzed and used to focus on students' strengths and weaknesses.
- EL students identified as severely deficient in their language skills will be required to attend the aforementioned after school EL program.

Element 4: Learning Strategist and Classroom Teacher Collaboration

CASLV plans to hire and designate a learning strategist for each school site serving all elementary grades. The school is well aware of the importance of fostering a collaborative environment between the learning strategist, the instructional staff, and the entire educational leadership.

CASLV will implement Professional Learning Communities (PLC) in various settings in order to facilitate collaboration within and among grade levels. This includes school leadership meetings (principal, instructional coach, learning strategist, grade level chairs), grade level meetings, vertical articulation, and professional development. Evidence of such collaboration can be seen within the calendar plan of procedures for staff members adhering to this plan to improve literacy.

District: State Public CS Au
 School: Coral Ac of Sci Lv
 Grade: 0
 Cluster: K

SCHOOL FREQUENCY REPORT – 2015

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	1	8%	5	38%	6	46%	0	0%	5	38%	4	31%	2	15%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	4	31%	1	8%	3	23%	4	31%	3	23%	3	23%	2	15%	5	38%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	1	8%	5	38%	1	8%	3	23%	4	31%	4	31%	3	23%	6	46%
4 – Expanding Knows and uses social English and some technical academic language	1	8%	4	31%	2	15%	0	0%	2	15%	1	8%	1	8%	0	0%
5 – Bridging Knows and uses social and academic language working with grade level material	6	38%	2	15%	2	15%	0	0%	3	23%	0	0%	3	23%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	2	15%	0	0%	0	0%	0	0%	1	8%	0	0%	0	0%	0	0%
Highest Score	333		375		290		288									
Lowest Score	250		252		152		202									
Total Tested:	13															

A - Oral Language = 45% Listening + 55% Speaking
 B - Literacy = 60% Reading + 50% Writing
 C - Comprehension = 70% Reading + 30% Listening
 D - Overall Score = 35% Reading + 25% Writing + 15% Listening + 15% Speaking

ACCESS for ELLs English Language Proficiency Test

District: State Public CS AU
School: Coral Ac of Sci Ly
Grade: 1
Cluster: 1-2

SCHOOL FREQUENCY REPORT - 2015

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^a		Literacy ^b		Comprehension ^c		Overall Score ^d	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 - Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	1	6%	1	6%	0	0%	1	6%	0	0%	0	0%
2 - Emerging Knows and uses some social English and gains academic language with visual and graphic support	0	0%	3	18%	0	0%	4	24%	1	6%	0	0%	1	6%	1	6%
3 - Developing Knows and uses social English and some specific academic language with visual and graphic support	2	12%	4	24%	0	0%	11	65%	4	24%	7	41%	0	0%	7	41%
4 - Expanding Knows and uses social English and some technical academic language	1	6%	4	24%	4	24%	1	6%	5	29%	7	41%	4	24%	7	41%
5 - Bridging Knows and uses social and academic language working with grade level materials	13	76%	0	0%	10	59%	0	0%	7	41%	2	12%	10	59%	2	12%
6 - Reaching Knows and uses social and academic language at the highest level measured by this test	1	6%	6	35%	2	12%	0	0%	0	0%	0	0%	2	12%	0	0%
Highest Score	352		391		353		313		A - Oral Language = 60% Listening + 50% Speaking B - Literacy = 50% Reading + 50% Writing C - Comprehension = 20% Reading + 30% Listening D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking							
Lowest Score	293		280		250		221									
Total Tested:	17															

SCHOOL FREQUENCY REPORT – 2015

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^d		Literacy ^b		Comprehension ^c		Overall Score ^a	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal academic language and met basic academic language with visual and graphic support	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	0	0%	3	50%	0	0%	3	50%	0	0%	1	17%	0	0%	0	0%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	2	33%	0	0%	1	17%	3	50%	4	67%	5	83%	2	33%	5	83%
4 – Expanding Knows and uses social English and some technical academic language	2	33%	1	17%	3	50%	0	0%	0	0%	0	0%	3	50%	1	17%
5 – Bridging Knows and uses solid and academic language working with grade level material	2	33%	0	0%	2	33%	0	0%	2	33%	0	0%	1	17%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	0	0%	2	33%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Highest Score	324		391		312		304									
Lowest Score	293		292		294		265									
Total Tested:	6															

A - Oral Language = 50% Listening + 50% Speaking
B - Literacy = 50% Reading + 50% Writing
C - Comprehension = 70% Reading + 30% Listening
D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking